

# THE TROY HERALD.

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## TROY HERALD.

WEDNESDAY, SEPT. 8, 1875.

### LOCAL AND COUNTY NEWS.

If you want school books go to the Drug House of Sam'l T. East.

Squire Shelton says he has been living out of doors long enough. He is having a fine house built.

**ANOTHER.**—Meredith Waters came into Chain-of-Rocks Monday morning and gave himself up to the authorities, reporting that he had shot and killed a daughter of James Callaway, who lives on one of Mr. Brevator's farms. He claims that the shooting was accidental.

**OFF FOR COLLEGE.**—John Colbert started yesterday for Bethany, West Virginia, to enter college. R. L. Robinson left yesterday to resume lectures at the medical school of the St. Louis university. Geo. H. Mudd, of Millwood, left on Monday for Louisville, Kentucky, to attend medical lectures.

**CHINA FREIGHTS.**—There will be a meeting of the Hurricane, Union, Snow Hill and Burr Oak townships, and all others who are interested in the matter of cheap freights, at New Hope on Saturday the 16th of September, to make arrangements with the independent line of steamers on the Mississippi river, about shipping freight.

Many of our citizens are going over to Fulton next Saturday to hear the agricultural address of Mr. Davis. A select party of four will start by carriage early Friday morning. The members of it anticipate a very pleasant time. They will supply themselves with every convenience and, to guard against accidents, will take along some anti-malarial medicine.

**THE MURDER CASE.**—When we went to press last week the examination of Thomason was still progressing. It lasted until Friday and ended in a manner worthy its beginning. A bail was set at four thousand dollars, failing to give which the prisoners were remanded to jail. His counsel asked that he be sent to the St. Charles jail, as the condition of our jail was such that it is an outrage upon humanity to confine any one in it. The order was so made. The case of Frank Hartman was then taken up and similarly disposed of. These cases are such as ought to preclude all idea of bail. What Lincoln county needs most to-day is an administration of justice by officers of the law, who understand the fact that murder is a crime.

What shall we do with our vagrants? One afternoon last week two able-bodied strangers of the Milesian persuasion disturbed the peace of the town by boisterous quarrelling between themselves. They were placed in the calaboose. The next morning as the marshal took them breakfast, one of them exclaimed in the fullness of his heart, "It's better to be born lucky than rich, here we're after having two square meals and not a cent to pay, devil a one could we pay, though, if we'd be hung for it." The same one, who gave his name as Brady, when called before the mayor, and asked what he had to say for himself, said, "Sure, your honor, I don't know what to say: I was niver in this fix before, but if yees says I'm guilty, I'll not deny it." The other one was asked if he had ever been in such a snap. "Ah, this," said he, with a knowing shake of the head, "I've bin in many a worse one." Then Brady wanted to know, "Could yees give us a job to pay off the damages?" It was thought best to turn them loose, and the mayor gave them an hour to leave town. "Thank ye, sir," said Brady, "I'll not ax ye for five minites." Now the question is, would a rock pile pay?

### OPENING OF THE SCHOOLS.

We have in Troy two schools of which we are justly proud, the Parker Seminary and the public and high school. These are under the control of able and experienced educators. They deserve to be fostered and encouraged by our citizens, because they supply facilities that are needed here and such as are, in no particular, inferior to the best colleges of the country.

On Monday morning we went to the first named of these institutions to be present at the opening of studies for the next session. The trustees and other friends of the school were present. A short and appropriate prayer was offered up by Rev. Mr. Wilkie. The pupils were then enrolled to the number of about twenty-five, which is a gratifying increase over last year's attendance for the first day. Prof. Blanton before assigning the pupils to the different classes, addressed a few words of welcome and encouragement, impressing upon the young seekers of knowledge the necessity of constant and continued application, which is really the secret of success in every undertaking. They were familiar, he said, with his rules. He had one however, that he never tired of reiterating, and it was contained in the words: Do right. This rule, followed conscientiously, embraces all the others. He hoped that the trustees and patrons of the school would be more regular than at last session in their visits. He desired their suggestion and advice. He further hoped that nothing would happen to mar the friendly and cordial relations existing between himself and the patrons and pupils and that these latter would show an advancement as satisfactory as that of last year.

At the public school the whole day Monday was taken up in classifying the pupils, who numbered ninety-five, an increase of twenty over the first day's attendance of last year.

Yesterday morning a formal opening took place. The directors and several of the patrons were present. W. T. Thurmond, the principal, made a few very appropriate remarks. After a cordial welcome he began by contrasting mental with physical strength, giving several notable examples of each, making them plain to the comprehension of the smaller pupils. The highest and noblest powers, he said, are those of the mind and heart. Education consists in the development of all these powers. The mind, the body and the heart are all strengthened by exercise. Action is the law of life; idleness results in decay and death. That each may be the more useful, noble and happy, he must be developed in these elements of power. In the school room you will form habits and characters that will, generally continue with you through life. First of all we should have in our school order, harmony, peace and good will, self-respect and a due regard for the rights and feelings of others. After speaking at some length of the beauty and power of kindness in the intercourse of pupils, he alluded in becoming terms to the very handsome improvements made by the directors in the school building, of which we intend to speak more fully hereafter, and closed by wishing the best success to the pupils in their labors.

Capt. Thurmond, principal of the high school department, delivered an address which was so apt to the occasion that we make a pretty full abstract:

Although our enterprise is but two years old, it has already passed the formative state and is rapidly developing the conditions of permanent success. From not very encouraging beginnings, somewhat crude and scattered elements in the school situation, we have progressed to the extent of satisfactory organization, good classification, definite plans and rational methods of instruction which are varied according to the nature, character and bent of the individual pupil. The Primary, Intermediate and High School departments are now entering upon co-operative and reciprocal relations, which give

promise of improved general results, whilst the Musical department in its appropriate sphere will contribute the finishing touches to the general harmony of our system.

We would have you to start in with the inspiration of the motto emblazoned over the stage in the Exhibition hall—"Excelsior"—not with a pell mell rush through the books, but with calm and determined purpose, bending your energies to every task, and, like Truth, "Measuring the ground on ever turning your eye to see that all is right behind and with keen survey pursuing an onward path." Take care of the links, keep up the connections, and not least, preserve your buoyancy.

There is nothing more distressing to the reflecting mind than what may be distinguished as the empiric system in some schools, or mere machine work where the pupils are "cubined, cribbed and confined" within the bounds of a grinding discipline which afflicts the heart and limits the brain to the exact letter and words of some space assigned—fettering the soul allowing no room for the growth of the true, beautiful and good in the moral nature, no scope for the inherent forces of the immortal mind, the deductive and inductive expansion of the faculties, the broad and comprehensive grasp of general principles, distinguished as philosophical culture.

Empirics are to be found in different professions—in Medicine, in Law and in Teaching. There are big pills, little pills and roots, who prescribe mechanically for every complaint, without any scientific diagnosis of the disease; those who puff themselves up on the mint and cumin of the law, violating at nearly every step some point of its noble ethics and boasting of their gains through pious frauds as professional success; teachers, whose pompous, "I will," is the immutable law, enforced after the manner of the Medes and Persians, whose pupils—regardless of their distinctive mental characteristics and varied traits of disposition—are subjected to a harsh, hurry-furry process of questions and answers, *verbatim et literatim*, without individual argument or general discussion, unmindful of the hows, whys, and therefore of the subject in hand—a kind of parrot training resulting generally in overburdened memories, diseased, dependent and cringing minds as opposed to the *suaviter in modo* rational system of co-operative development resulting in hopeful, self-reliant, independent and inventive powers of healthy intellects. This contrast somewhat explains the fact that the log-cabin teacher—who so despises quick examinations—is sometimes superior to the more fashionable professor. His mind, long accustomed to the range of controlling principles with which he seeks to imbue his pupils, cannot bring its robust powers momentarily down to the miltitiae of haphazard tests.

We wish every pupil to recognize the importance of method in study as well as the advantages of method in instruction. It is co-essential with the material used in building up education. Wood and stone, brick and mortar, in a promiscuous heap would not constitute a handsome edifice like this, answering the purposes of convenience, comfort and safety—they would be an obstacle in the street. Only when these various elements are classified and methodically combined is the structure complete. Unclassified knowledge is sometimes a draw-back rather than an aid to real progress in the world. Now, in the school room, figuratively speaking, you are learning how to build and practically laying the foundations for future superstructures. This is a work shop in which production and reproduction should be continually going on. Your business here is to secure materials and tools and to begin building. Your text books furnish a variety of subject matter, your teacher's methods of instruction give you methods of study. In one branch your perceptions are aroused, in another your memories are trained, in another these thoughts are brought into contact and, in obedience to the laws of mental affinities, either associate themselves together in new combinations or productions, or repelling each other to find more congenial company in still higher branches and wider ranges of effort—all in due time taking their proper places and performing appropriate functions in the general development, growth and power of the mind. Thus we have, intellectually speaking, theory and practice united *in pari passu*. As has been suggested, "knowledge is power." It is more; it is happiness; it is liberty! The very foundations of our government are laid in the two great principles of intelligence and virtue. Whilst we have no theological bias in the management of our school, whilst it is free in every proper sense, neither it nor any other valuable undertaking can prosper permanently when divorced from the

influences of those great rules involving the divine principle of brotherly love and the doing unto others as you would that others should do unto you. Bigotry and intolerance find no welcome here. These are the fundamentals of our discipline. The government under which we live was designed for a free people, our schools under it are free schools, open to all under the law which finds its sanction in the will of the people, and the levelling-up principle of equality is the central and controlling feature in our school government as it is in our state and federal governments; whose enlightened policies inaugurated our public school system. Hence, we have no cast iron discipline suggestive of monarchy in any of the departments, recognize no aristocracy which depends on mere outward circumstances—only that which asserts itself in intrinsic merit, mind and manners. Ours is a little republic founded on the free election principle. The board of directors is chosen by your parents, or guardians and friends, your teachers are selected by the board of directors who, also, prescribe the few simple and general rules and regulations which constitute the law—suggestive of your duty and ours—in no sense encroachments on your rights or self-esteem, or offensive to real pride and easily to be obeyed. Your teachers are not to be regarded as irresponsible tyrants, or as absolute despots, whose fractious frowns and petty authorities might make you tremble, or whose unconscionable oppressions might inspire you with personal resentments, anger or dread. We would not inflict wounds upon your moral sense by subjecting you to a spy system, or degrade you in the eyes of your fellows by hunting you down with the scorpion suspicion. We would not cloud your destiny by the suppression of one righteous hope. The chords in our bosoms are attuned to render back music to the gentlest touches of feeling. In all our relations with you we hope to be guided by the law of kindness. We wish you to look upon us as friends, who, feeling responsible in a private as well as public sense, will aim to rule you in the spirit of sympathy and affection, who wish to enjoy your confidence and respect, whose criticisms are designed to benefit you, to preserve the law and to acquit ourselves of our duty. We wish you to realize that you have self-respect to be maintained and dignity to be polished.

Those points in the management of schools which give rise to anxiety, apprehensions, or exaggerated feelings of any sort in the minds of pupils, are condemned by the enlightened educational opinion of the age, as well as Medical Science, as relics of barbarism—and are only adhered to by those machine educators who are lacking in the resources of success on higher principles, or the knock down and drag out class of pedagogues who find no recognition in the advanced principles of didactic philosophy.

In questions of direction or infringement of rules we put you on your own honor. Whosoever violates the law should frankly confess and conscientiously accept the penalty. If you should even do a wrong, for all our sakes do it not in a sly or sneaking manner. We could not permit a convicted sneak to remain in the school.

We begin with the presumption of good intentions and innocence in favor of all. Your duty will be made plain—perform it and all will be well.

These are some of the conditions precedent to the establishment of that understanding and order which constitute the first general requirement in behalf of our co-operative efforts in the direction of mental and moral advancement. We must work together. The teacher's exertions will be unavailing unless supported and aided by the active and earnest co-operation of all concerned. Our first and most important particular duty is to awaken your interest, to engage your attention. The first individual duty and necessity of the pupil is to become interested and to be attentive. You must think. Without the processes of thought which assimilate the varieties of mental food to the growth of your different faculties and harmonize their development, you may find yourselves at the end of your school career crammed with undigested material unavailable to any great practical necessity in life.

You must learn how to put out knowledge as well as to take in knowledge; to tell what you know, in language of your own, not in the exclusive phraseology of the books, for that would result in the simple exercise of the memory at the expense of the thinking and reasoning powers of the mind. You must learn to light your lamps from others and to light others' lamps. When the elements are taken in, set your mind to working upon them, producing home made thoughts which will answer

the demands on your self-reliance and be ready for interchange and exchange in the intellectual markets of the world.

You must be patient and persevering. *Nihil mortalibus sine magnitudine.* This process of thinking may seem embarrassing and slow, but it is the only sure means to the end. Each successive step in thought exposes new charms to challenge your onward march. For every thorn you remove, an accompanying rose will reward your toil. Constant occupation affords best contentment to the mind and your best occupation will be constant thought. Festus hath it, "There is a fire in the southern clime, which only brightens when upon th'wing. So it is with the mind—when once it rests, it darkens."

Pause not, then; nor let your weapons rust. Strengthen and keep them bright and ready for the battles of life—not sanguinary conflicts—but the great engagements in the interest of Truth the patron saint of Peace. "Peace hath her victories no less renowned than war."

### IT WILL PAY

To buy your School Books at the Drug House of Sam'l T. East.

Anderson's History for only 50cts., at the Drug House of Sam'l T. East.

### MARRIED.

HARLOW—DAVIS.—Wednesday, September 1, 1875, at the residence of the bride's father, John Davis, Esq., Dr. James Harlow and Miss Addie Davis.

### DIED.

BUSWELL.—Monday, September 6, 1875, at Lee Laclede hotel in this place, Almada, youngest child and only daughter of C. F. and Vitoria Buswell, aged 7 months and 12 days.

**A. E. NOEL,**  
SURGEON DENTIST,  
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Offers his services to the people of Troy and vicinity. He uses the Celluloid composition, the best in use, for plate work. All work warranted. v10n25

**E. L. SYDNOR,**  
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Is prepared to do all work in his line on the latest scientific principles. Satisfaction guaranteed. Office over Withrow's saddle and harness establishment. v10n25

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Land Titles and all matters pertaining to Real Estate specially attended to. Collections on reasonable terms. June 27th

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Will practice in the courts of the Nineteenth Judicial Circuit. Collections promptly attended to.—Office over Henry's shoe shop. v10n25

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Will practice in the courts of the Nineteenth Judicial Circuit. All business entrusted to him will be promptly attended to. v10n25

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Particular attention given to controversies affecting Real Estate. We make a specialty of collecting all kinds of notes, bills, &c., at a reasonable commission. Office in the Bank building. v10n25

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Will practice in the Courts of the 12th Judicial Circuit. Office in Bank. v10n25

**R. C. MAGRUDER,**  
ATTORNEY AT LAW,  
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Will practice in the Courts of the Nineteenth Judicial Circuit. v10n25

**JOSIAH CREECH,**  
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Will practice in the courts of the Nineteenth Judicial Circuit. Satisfaction given or no charge made; also Prosecuting Attorney and Public Administrator of the county. v10n25

**G. T. DUNN,**  
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Also Notary Public, will practice in the Courts of the Nineteenth Judicial Circuit. Special attention given to collecting. v10n25

**B. W. WHEELER,**  
ATTORNEY AT LAW,  
TROY, MISSOURI.  
Will attend to any professional business in the courts of the Nineteenth Judicial Circuit. v10n25

**Dr. W. W. BIRKHEAD,**  
DENTIST,  
CLARKSVILLE, MO.  
Will visit Troy every two or three months, due notice of which will be given through the columns of the Herald. v10n25